

Prevalence of Private Supplementary Tutoring in Schools in Kakamega Township, Kakamega County

By

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Abstract

This study examined the persistence of private supplementary tutoring (PST) in Kakamega Township, Kenya, despite a government ban. Grounded in Defiance Theory, the research sought to assess the prevalence of PST in secondary schools within Kakamega Township, Kakamega County. A mixed-methods convergent approach was adopted, incorporating a cross-sectional survey and phenomenological design, targeting 15 secondary schools. Data was collected through questionnaires and interviews, with quantitative analysis performed using SPSS, and qualitative data analyzed thematically. Findings indicated that PST remains widespread, driven by factors such as poor time management, lack of enforcement of the ban, and an emphasis on certification over educational quality. Teachers reported challenges with completing the syllabus and limited opportunities for revision since the ban, while students benefited from lower costs and increased personal study time. The study recommended solutions including career development programs, integrity training, abolishing school ranking, and improved teacher compensation to reduce reliance on PST. It concluded that tackling the root causes of PST requires more comprehensive strategies beyond policy enforcement.

Key Words: Government Ban, Prevalence of Private Supplementary Tutoring, Private Supplementary Tutoring (PST), Teacher Compensation.

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Background to the Problem

Shadow education, or private extra tutoring, has grown to be a major component of educational institutions all around the world. It describes the extra academic teaching that pupils get outside of the usual school day with the goal of enhancing their academic achievement (Bray, 2020). There are several ways to provide tutoring services, such as one-on-one instruction, tutoring facilities, and internet resources. Increased rivalry for academic performance, especially on high-stakes tests, and the belief that formal education alone may not be enough to attain academic greatness are the main drivers of the expansion of private tutoring (Baker et al., 2018).

Private supplementary tutoring (PST) is a prevalent practice globally, including in Kenya. Bray (2013) describes PST as a practice where students receive additional teaching in subjects they already study in school, but at an extra fee. The tutoring is often provided by regular teachers, university students, or even untrained individuals, and takes place outside normal school hours, such as during holidays, weekends, or evenings. This form of tutoring has various names, including shadow education, remedial teaching, and extra tuition (Maitha & Mutua, 2015). Despite its different labels, the practice has been widely accepted as beneficial for academic success, although it raises concerns about its impact on students' health and well-being. Neighmond (2013) highlighted that stress from academic pressures, including supplementary tutoring, can lead to health issues such as principals, panic attacks, and even paralysis.

Although students' academic performance can be enhanced by private tutoring, access and equality issues are often brought up. There are sometimes differences in the quality of schooling between socioeconomic categories since wealthy families may afford more extensive tutoring services (Dang & Rogers, 2008). Discussions concerning the effectiveness of public education and how it exacerbates educational disparities have been sparked by the growth of private tutoring.

Globally, studies reveal the widespread nature of PST, although it has not always received significant scholarly attention. Bray and Kwo (2014) emphasize that private tutoring is not only

educational but also has socio-economic and legal implications, which have been observed as early as the 19th century in regions like Asia and parts of Africa (Kim & Lee, 2010). In the African context, the rise of private supplementary tutoring has been slower, and research on its scope and implications remains sparse (Bray, 2021). However, in countries like South Africa and Egypt, PST is deeply integrated into the educational landscape, reflecting the broader global trend where learners seek academic excellence through additional tutoring (Chui, 2016). The impact of PST on educational equity is also concerning, as wealthier families are more likely to afford these services, creating a divide in academic outcomes (Bray, 2021).

Private extra tutoring is common in affluent nations, especially in those with competitive school systems like South Korea, Japan, and the US (Zhan et al., 2013). The need for private tutoring in these nations is fueled by a culture of high academic standards and pressure to get into elite colleges. For instance, 85% of high school students in South Korea take use of private tutoring, frequently at "hagwons," or cram schools (Kim & Park, 2010). A multibillion-dollar business that is intricately entwined with the educational system has resulted from this desire.

But in wealthy nations, issues about equality continue to exist. Wealthier families in the US have easier access to private tutoring, which frequently has major benefits for pupils from higher-income families. Discussions over the fairness of college admissions and the widening success disparity between various socioeconomic groups have been triggered by this trend (Reardon, 2011). Access has been considerably expanded by the emergence of online tutoring services, but many students still find the expense to be a barrier.

Private supplemental tutoring is becoming more popular in Africa, although the scope and motivations are different from those in affluent nations. The need for private tutoring has increased significantly in nations like Ghana, Nigeria, and Egypt as parents try to improve their kids' academic performance in the face of underfunded public education systems (Owusu et al., 2014). Private tutoring is considered as a means of making up for the deficiencies of the official education system, which frequently has overcrowded classrooms, underqualified teachers, and few funding for education in many African nations.

On the other hand, private coaching has a more noticeable effect on equality in Africa. Richer families are better able to pay for private coaching, which offers their kids a big edge on national tests. As children from lower-income households find it difficult to compete, this tendency widens socioeconomic gaps (Bray, 2020). Furthermore, there are worries that the focus on private tutoring may take attention away from the urgent need to restructure and raise the standard of public education across the continent.

Private extra tutoring has grown in popularity in Kenya, especially in major cities like Nairobi and Kakamega Township. The competitive character of the national education system, which determines students' academic and professional prospects through high-stakes tests like the Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE), is what fuels demand (Nyagosia, 2013). In order to increase their chances of getting into prestigious secondary schools or colleges, many parents enroll their kids in private tutoring.

But there are other disparities in Kenya's educational system that are also reflected in private tutoring. Urban households with greater wealth can hire private instructors, which disadvantages children from lower-class or rural homes. According to a KIPPRA (2021) research, pupils at high-achieving urban schools—like those in Nairobi and Kakamega Township—are more likely than their counterparts in rural areas to engage in private tutoring. This pattern prompts questions about the equity of the educational system and the requirement for changes to guarantee that every student has an equal chance to achieve.

Private supplemental tutoring is becoming more and more popular in Kakamega Township as a result of the increased pressure on students to do well on national examinations such as the Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE). Parents are compelled to look for additional academic help for their children outside of regular school hours due to the competitive nature of these tests, which decide admission to prominent secondary institutions and colleges (Nyagosia, 2013). This tendency is especially common in cities like Kakamega, where parents can afford to hire private tutors, resulting in differences amongst

pupils from various socioeconomic backgrounds. This study looks at the frequency of private tutoring and its effects on students in Kakamega Township because uneven access to private tutoring raises questions about justice and equality in the educational system.

Statement of the Problem

The teaching and learning process relies on effective time management and clear work expectations to be productive and enjoyable. However, the prevalence of private supplementary tutoring disrupts this balance. This global phenomenon has become significant in countries like Japan, where it generates billions in revenue, and in nations such as India and Vietnam, where it prepares students for university entrance exams (Nyangosia, 2013; Kwok, 2004). Often seen as a necessary supplement to inadequate school education, private tutoring can arise from teachers' low pay and inadequate supervision, which sometimes leads to teachers encouraging students to seek extra help.

In Kenya, failed attempts by the Ministry of Education to ban private tutoring have led to tensions among education stakeholders. While the Ministry aims to ensure that the syllabus is covered within the academic term, many teachers view tutoring as essential for helping slower learners catch up (Mburugu, 2011). Parents often feel the financial strain of additional tutoring costs, and despite these efforts, some students still perform poorly, raising questions about the effectiveness of such tutoring. In Kakamega Township, the impact of private tutoring is evident, with parents facing financial burdens, teachers experiencing increased workloads, and some students underperforming despite additional help. This study aimed to investigate these challenges and seek solutions to ensure that private supplementary tutoring enhances rather than hinders the learning process.

Research Question

To what extent is private supplementary tutoring prevalent in schools in Kakamega Township, Kenya?

Review of Related Empirical Literature

Research conducted by Kim and Lee (2010) on private supplementary tutoring (PST) and the demand for education in South Korea identified several reasons for seeking PST. These include assistance with homework (45.1%), preparation for examinations (63.6%), fulfilling parental obligations (32.3%), difficulties in fully understanding the mainstream curriculum (47.1%), lack of guidance at home for schoolwork (27.9%), and the opportunity to make new friends (10.1%). This survey largely demonstrated that private tutoring addresses gaps left by the mainstream education system, which are often due to limited time, insufficient resources, and a lack of supervision to ensure that educational standards are met. Consequently, PST is highly valued by students and parents alike. The study employed a descriptive research methodology, sampling 1,072 students randomly selected from across the country, and utilized questionnaires to collect data. While the participants provided various reasons for engaging in PST, they did not clearly articulate the primary factors influencing their decision to pursue it. This gap in understanding presents an opportunity for further investigation, such as the current study, to explore these underlying motivations in greater depth.

Some students noted that specialized guidance in areas of weakness was a key advantage of private supplementary tutoring (PST), which also provided a controlled and beneficial way to spend their vacation. This finding comes from a survey conducted by Kwame (2018) in Kiboko District, Northern Uganda, aimed at identifying factors driving the demand for PST. Participants in the survey expressed appreciation for PST and expressed a desire for its continuation. The study involved interviews with five students from each of the ten sampled schools. However, it did not explore in depth why PST continues to thrive despite its known disadvantages and government prohibitions. Understanding the persistent nature of PST warrants further investigation, such as the current study.

In a study by Maitha and Mutua (2015) on teachers' and students' perceptions of the effects of extra tuition on academic performance in public schools in Machakos County, in Kenya, of great interest was the sincerity of some students, where 18% did not support extra tuition, despite

supporting it being seen as a norm. Most of them cited the need for leisure time to relax and improve their talents. They were also of the opinion that PST was one of the things causing friction between teachers and students to add on the extra expense it tasked their parents with. Some further reported that with PST, they had no time to do their personal studies. The same study revealed that most teachers acknowledged that PST is ongoing in their schools. As revealed by 82.5% of teachers in the same study who indicated that students of all classes received PST, with only 5% postulating that it was for senior classes (Forms 3 and 4). 12.5% of the teachers reported that it was for weak students only. This is to add to the aspect of the majority (90%) acknowledging it being done in all subjects. 85% of the teachers involved in the study had no problem with PST and wanted it to continue, citing the knowledge of each particular student's need as merit. On the whole, the study revealed that both teachers and students supported the idea of extra tuition as it helped in syllabus coverage and review to add on dealing with areas of weakness among students before the national examinations. A conclusion was drawn that the government's ban on PST had not yet kicked off in Machakos County and recommended that the practice should be regulated and improved. This study was carried out under a descriptive survey design, targeting ten public schools, sampled randomly. It dealt with a population of 40 teachers and 160 students. Data were collected using questionnaires and analyzed using SPSS. Though the study brought vital information to the fore and helpful findings, it did not give details of the things that determine why PST exists, more so, in Kakamega Township.

Research Design and Methodology

This study utilized a Convergent Design under the Mixed Methods Research approach, integrating both quantitative and qualitative methodologies to ensure a comprehensive understanding of private supplementary tutoring (PST) in Kakamega Township. Quantitative data was collected using a descriptive survey design, facilitating the efficient gathering of data at a single point in time, while the phenomenology design enabled an in-depth exploration of participants' experiences. The research was conducted in Kakamega Township, a diverse and rapidly growing area, and focused on eight secondary schools where PST was prevalent. The study's target population consisted of 15 secondary schools, their principals, teachers, and students, with Form Three and Four students selected due to their higher likelihood of engaging in PST.

A combination of probability and non-probability sampling techniques was used to ensure a representative sample. Stratified sampling was employed to select eight schools, while purposive sampling was used for principals, systematic sampling for students, and simple random sampling for teachers. The study utilized structured questionnaires for quantitative data collection and in-depth interview guides for qualitative insights, supplemented by document analysis and observation checklists to enhance the depth of the data collected. This methodological approach allowed for a detailed exploration of the factors influencing PST and its implications on education in the region.

Findings and Discussions

Teachers were asked to indicate how much they agreed with certain statements in a survey to convey their opinions about the extent private supplementary tutoring prevalent in schools in Kakamega Township. They responded by checking a box in each of the following five categories on a Likert scale: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), or Strongly Disagree (SD). This approach makes it possible to evaluate their viewpoints and the degree to which they feel that CBC implementation is important in a more nuanced way. The results are as shown in Table 1.

Table 1

Views of Teachers on the Prevalence of PST (n=172)

STATEMENT		SA 1		A 2		U 3		D 4		SD 5	
		F	%	F	%	F	%	F	%	F	%
a)	The policy on the ban on private supplementary tutoring has not been communicated in your school.	38	22	24	13.9	0	0	48	27.9	62	36.0
b)	Teachers in your school are not aware of the consequences of offering PST.	72	41.8	48	27.9	5	2.9	38	22	9	5.2
c)	Teachers are not willing to part with the extra pay from private supplementary tutoring.	96	55.8	48	27.7	0	0	9	5.2	19	11.0
d)	The opinion of teachers was sought concerning PST before coming up with the policy on its ban.	9	5.2	24	13.9	38	22	48	27.9	53	31
e)	Your school is the only one offering PST in the locality.	106	62	19	11.0	0	0	9	5.2	38	22

f)	PST is going on in your school since other schools are doing the same.	86	50	43	25	5	2.9	9	5.2	29	16.8
g)	The syllabus will not be cleared without private supplementary tuition.	125	73	7	4	9	5.2	14	8.1	17	9.8
h)	PST enables students to perform well in exams.	96	55.8	29	16.8	19	11.0	19	11.0	9	5.2
i)	Parents request PST for their children.	48	27.9	38	22	24	13.9	43	25	19	11.0
j)	Students are the ones who want PST.	24	13.9	33	19.1	43	25	24	13.9	48	27.9
k)	PST is the initiative of teachers.	91	52.9	48	27.	5	2.9	14	8.1	14	8.1

Source: *Field Data (2024)*

Table 8 offers a thorough summary of the views that educators have on private supplemental tutoring (PST), emphasizing their knowledge of and sentiments regarding relevant policies. The information, gathered from 172 educators, groups their answers according to how much they agree or disagree with particular PST claims. Among the most important observations is the belief that the prohibition on PST has not been adequately explained in schools, resulting in a great deal of misunderstanding on its ramifications. Even though PST is prohibited by policy, a lot of instructors show unwillingness to give up the financial advantages of tutoring, suggesting that economic considerations are important when making decisions.

According to the findings, a sizable majority of respondents—63.9%—agree or strongly agree that their schools have not done a good job of communicating the prohibition against private supplemental tutoring (PST). This indicates a significant knowledge vacuum that may cause misconceptions on the effects of the policy. Furthermore, according to 69.7% of educators, they don't fully comprehend the ramifications of providing PST. Due to their possible ignorance of the possible consequences of their conduct, instructors may not follow the policy to the fullest extent possible. The results show how critical it is to develop better communication tactics that teach educators about the policy, its significance, and the value of following it for maintaining the integrity of education as a whole.

The study highlights the enormous financial incentives that impact instructors' attitudes about these tutoring methods, as seen by the sizable 55.8% of teachers who are unwilling to give up the extra

revenue produced by private supplemental tutoring (PST). This tendency is further supported by the belief, expressed by 73% of the respondents, that it is impossible to finish the syllabus without PST's assistance. This assumption makes it more difficult for instructors to follow the policy banning PST since it puts a lot of pressure on them to participate in extra tutoring in order to meet educational obligations. The complex interplay between financial incentives and the perceived need for education highlights a difficult dynamic in which educators must balance the demands of their jobs with the limitations imposed by legislation.

Significantly, 73% of educators believe that private supplemental tutoring (PST) is necessary to improve student performance. This indicates that there is a general consensus that PST is necessary to help students succeed academically. The fact that almost half of the respondents (49.8%) said they frequently receive requests for PST from parents, indicating outside pressure on educators to offer these services, supports this image even more. Moreover, while 62% of educators think their school is the only one offering PST in the region, over 50% admit that their school still uses the practice because other schools do as well. This dichotomy demonstrates how educators reconcile the difficulties presented by institutional standards and family expectations with the idea that PST is essential for students' academic success.

Significantly, 52.9% of educators think that they are the ones who came up with the idea for private supplemental tutoring (PST), suggesting that instructors may have a major role in keeping this practice going in their schools. This shows that instructors voluntarily decide to assist students because they believe it is essential to their success. However, just 33% of respondents said that students were the primary reason behind their requests for PST, suggesting that while there is a need for these services, it is not as strong as instructors' willingness to supply them. This relationship demonstrates the proactive role that instructors play in providing PST, exposing an underlying desire to navigate the complexity of educational regulations and procedures that surround tutoring while also supporting student performance.

The results shown in Table 8 demonstrate a complex interplay of policy communication, financial incentives, and instructors' perceptions of the need for private supplemental tutoring (PST). The

policy is more difficult to follow when paired with the significant financial incentives that coaching provides. This is because the restriction on PST is unclear and causes uncertainty. Furthermore, PST's popularity is further cemented by instructors' strong conviction that it is an effective way to improve student performance. These interrelated elements make it difficult to execute regulation, indicating that just enacting a prohibition is inadequate. Improving communication tactics that express the policy's aims and implications clearly is essential to bringing educational practices into line with policy objectives. Strong support for educators may also promote a more cooperative and knowledgeable learning environment.

In the course of the interviews, Kakamega Township school administrators made clear how commonplace private supplemental tutoring (PST) is in the region's educational institutions. One of the principals asserted that:

A significant number of children attend these tutoring sessions, according to some administrators, especially in areas like English and arithmetic. The perceived shortcomings in the official classroom education and the competitive character of the academic environment are the main causes of the increased demand for tutoring. A lot of parents look for extra tutoring to improve their kids' performance and get them ready for national exams, which helps explain why PST is so well-liked in the community (KTSSP 3 Personal Communication July 18, 2024). According to a number of administrators, PST is practiced not just in their own schools but also in nearby establishments, fostering a culture in which tutoring is seen as an essential addition to traditional education. They said that this practice has grown commonplace and that a lot of parents and children now view it as a necessary component of education. In addition, the administrators said that several instructors assist students after school, which emphasizes how common PST is. The fact that instructors serve as tutors after school hours in addition to being educators during the school day emphasizes the complex link that exists between the formal education system and the extra tutoring industry.

Principals acknowledged that PST improved student performance, but they were concerned about how it might affect fairness and access to education. One of the principals pointed out that:

Although some students gain from extra help, others who cannot afford private tutoring risk falling behind their classmates. This discrepancy calls into question both the efficacy of the

formal education system in fulfilling the requirements of all students and the fairness of education. Although PST is common and extensively used, it also draws attention to important issues with educational fairness and has wider ramifications for Kakamega Township's teaching and learning (KSSP 4 Personal Communication July 18, 2024).

The responses from teachers on the persistence of PST point to what Chui (2016) explained, that the reasons why people go for it even after it has been prohibited can be geographical, educational, economic, social, and cultural. Bray (2021) further observed that in some places, little or no communication had been made to the people concerned about the prohibition of PST. On one hand, there are cases where there is awareness of the ban; yet, people adamantly carry on with the practice, according to Maitha and Mutua (2015), and on the other hand, they engage in it believing that it enhances performance. They also do it to be part of some competition and for the sake of compliance (Mboi & Nyambedha, 2013).

These findings resonate with what the researcher found out. From Table 7, 62 of the teachers who took part in the study (36%) strongly agreed that there was communication on the ban of PST. It is worth noting that 72 teachers (41.8%) strongly agreed that they were not aware of the consequences of offering PST. This supports what Tikoko and, Chemwei (2014) found out that there are people who know that PST is prohibited, yet they are not aware of what going against the prohibition might result in. The findings of this research support the explanation given by Bray (2021) that extra pay drives teachers to provide PST. The small number (19) of teachers who strongly disagreed with this is further proof. As few as 11% only of teachers would forego the extra pay tagged to PST.

Students gave a variety of viewpoints about the rationale behind the extra tuition in their schools, which were represented using a Likert scale style. Strongly Agree (SA) to Strongly Disagree (SD) were the range of replies. While some students emphasized the need for additional tuition to improve their academic achievement, others voiced worries about its consequences for access and equity. The results, which are presented in Table 9, show a range of opinions. While many students believe that more tuition is advantageous, a sizable portion are unsure or doubt its place in the

educational system. This variation highlights how different people's perspectives are on the matter of further instruction.

Responses of students were similar to the teachers as illustrated in Table.

Table 9

Views of Students on the Prevalence of PST (n=364)

	STATEMENT	SA		A		U		D		SD	
		1		2		3		4		5	
		F	%	F	%	F	%	F	%	F	%
A	There is private supplementary tuition in your school because it is an idea started and is being supported by parents.	184	51	76	20	22	6	50	14	32	9
B	Having private supplementary tuition in school is the idea of teachers and they strongly insist on providing it.	300	82.4	20	5.4	0	0	24	6.5	20	5.4
C	Students are the ones who request for private supplementary tutoring as they rely on it to be able to perform well.	120	32.9	142	39	308.2		50	14	22	6
D	The fact that private supplementary tuition has been prohibited in schools has been communicated to students in your school.	82	22.5	71	19.5	8	2.1	100	27	103	29
E	The policy which prohibits private supplementary tutoring in schools should be followed.	212	58	54	14.8	10	2.7	48	13	40	10.9
F	There are some benefits of learning without private supplementary tutoring.	140	38	80	22	25	6.8	51	14	68	19
G	Problems have come up in the learning process as a result of the stopping of private supplementary tutoring.	100	27	72	20	41	11	76	21	75	20
H	Students overlook the benefits that come with the banning of private supplementary tutoring.	181	49.7	69	19	20	5	47	13	47	13
I	Students' performance can improve if private supplementary tutoring is done away with.	38	10	32	8.7	30	8.2	76	21	188	52

Source: *Field Data (2024)*

From what students shared in this area, summarized in Table 9, the view that PST has persisted due to reasons beyond the students as opined by Aslam and Monsoor (2012) comes out clearly. This is clear from the fact that the number of students who believed that PST was requested for by

students is smaller as compared to the number of those who believed it was the parents and teachers involved in pushing for PST. The same opinion is clear in the findings of Maitha and Mutua (2015) who found out that there were students who were not in support of PST, as they needed time for leisure, relaxation, and talent improvement. Having 184 students strongly agreeing and considering PST to be supported by their parents, 76 agreeing mildly, 22 being undecided, 50 disagreeing and 32 strongly disagreeing surmounts to a majority of students considering PST as their parents' venture. On finding out the teachers' involvement in pushing for PST, the majority of students (300) strongly agreed. This is a big percentage (82.4%), followed by 20 (5.4%) agreeing. None was undecided over this issue, and only 44 thought otherwise.

Having 103 students strongly disagreeing that they had been communicated to that PST was prohibited and another 100 disagreeing is in line with what Bray (2021) noted, that sometimes those involved in PST are not sensitized about it. The wish that the policy that prohibits PST in schools be followed was strongly agreed upon by 212 students and another 54 agreed. Only 10.9% strongly disagreed. This supports what Bray & Lykins, (2012) found out that PST is not appreciated by many students, and adherence to its ban would be a welcome idea.

In finding out if students' performance would improve if PST is done away with, 188 students (52%) strongly disagreed. This can be interpreted to mean that PST contributes to good performance. Only 38 students strongly agreed that doing away with PST can improve performance. Kwame (2018) found out what matches these opinions – that many people consider PST as a way of improving performance; even in schools with decimal performance This view reflects the Path Dependence Theory, which explains that changing policies is a challenge in institutions, as they usually get rigid over time, and those involved will struggle to protect the prevailing situation even if it is counterproductive.

Sherman's 1993 Defiance Theory, which looks at how instructors and students react to social norms and educational systems, can help explain why private supplemental tutoring (PST) is so common in Kakamega Township. This idea states that people who feel that formal education is

not meeting their requirements or who see a lack of legitimacy in the current educational system may participate in deviant activities, such as PST. This makes the high frequency of PST, which is motivated by a desire for academic achievement and the conviction that extra tutoring is required to get it, a kind of communal resistance against perceived shortcomings in the public education system.

Summary of Findings

According to the survey, a considerable portion of pupils in Kakamega Township, Kenyan schools participate in private supplemental tutoring (PST), which is tutoring outside of the regular curriculum. The majority of students stated that they attended extra tutoring sessions to improve their topic comprehension, especially in order to get ready for national exams. Parental pressure, the competitive academic environment, and the perception of inadequate education in schools were among the factors that contributed to the incidence of PST. While recognizing the value of PST, educators also voiced worries about how it would affect students' general well-being and educational fairness.

Conclusion

The results show that private extra tutoring has a major impact on students' academic achievement and is an essential component of Kakamega Township's educational environment. The dependence on PST points to structural problems with the official education system, such as crammed classrooms and a lack of resources, that force parents and kids to look for extra help. Even though PST can improve academic performance, accessibility and equity issues are brought up because not all students can afford to use these kinds of tutoring services.

Recommendations

In order to mitigate the ubiquity of private after-school tutoring, it is suggested that local education authorities improve the caliber of instruction in schools by means of teacher preparation and resource distribution. Additionally, schools have to think about putting in place paid after-school programs that give children additional academic help at no additional expense. In addition,

legislators ought to educate parents on the value of a well-rounded educational strategy that places equal emphasis on mental health and academic success in order to lessen the over-reliance on PST.

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